



## Network News

### Your Arizona Parent School Connection



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### The Three Ps of Special Education

by Teri Rademacher

PWN, LRE, IEP, BIP, FBA, IDEA, OT . . . are you confused by all of the terms, processes, laws and people involved in educating your child with a disability? When you listen to the members of your child's Individualized Education Program team does your head feel as though it is swimming? Well, the Parent Information Network (PIN) has just what you need! The Parent Information Network has developed a three-part training series that is designed to provide parents with the information they need to actively participate in the special education process.

The first training in the series is titled ***Participation in the Special Education Process***. This training identifies how children with disabilities, from ages birth through 21, and their parents are guaranteed certain rights, known as procedural safeguards. By the conclusion of this training, parents will have a greater understanding of the process from identification to when a student no longer needs special education services, ages out, or graduates.

***Participation in the IEP Process*** is the second training module in the series and provides an overview of the Individualized Education Program (IEP). It includes information about who may participate in the IEP meeting; how parents can prepare for and fully participate in the process; what to do when you disagree with the proposed program; and how to track your child's progress.

Concluding the three part series is the training titled ***Parents as Advocates***. This training includes information on student self-advocacy, parents as advocates, and effective communication techniques. It provides you with some valuable tools that will assist you with organizing your documentation and hints that will help you to develop effective advocacy skills.

Participants in these trainings leave not only with the information conveyed during the training, but with various print resources that will assist them with the implementation. If you are interested in attending one of the trainings or the entire series, please contact the PIN Specialist in your region. The contact information is available on page 4 of this newsletter. A complete listing of trainings available from the Parent Information Network can be found on our website at [www.ade.az.gov/ess/pinspals](http://www.ade.az.gov/ess/pinspals) by selecting the document GR01 after clicking on Trainings and Workshops.

### Surrogate Parents Wanted!

by Tina Swearingen and June Torrance

The Parent Information Network is proud to announce they have partnered with the State's Surrogate Parent Program to provide training for those interested in becoming a surrogate parent for children with special needs within the court system. To become a surrogate parent for the Arizona Department of Education, you must have a Department of Public Safety (DPS) fingerprint card (or be able to secure clearance), attend specific training, and pursue the application process. The new Surrogate Parent Coordinator, June Torrance, and the Parent Information Network (PIN) Specialists are providing training opportunities to parents and professionals across the state. These include training on Individualized Education Programs (IEPs), the role of a surrogate parent, paired with training on advocating for children with special needs or the special education process.

So what is a surrogate parent? A surrogate parent is a volunteer who is appointed to represent a child, in matters related to special education, whose parent is not able to do so. They are also able to participate in the decision-making process related to special education issues in place of the child's parent. Surrogate parents can review educational records; request and consent to evaluations and re-evaluations; and challenge the recommendations of the education agency by requesting informal and formal dispute resolution procedures.

When is a surrogate parent needed? The appointment of a surrogate parent for a child with a disability shall be made if any of the following conditions exist:

- ✓ No parent can be identified;
- ✓ A public agency cannot determine the whereabouts of a parent;
- ✓ The child is a ward of the state and is not living with a foster parent; or
- ✓ The child is an unaccompanied homeless youth.

If you are interested in becoming a surrogate parent, or would like to learn more about the Surrogate Parent Program, please contact June Torrance at 480-570-9046 or by e-mail at [June.Torrance@azed.gov](mailto:June.Torrance@azed.gov). For more information on local PIN trainings contact your regional PIN Specialist listed on page 4.

## Extended School Year Services

by Suzanne Roelike and Jim Gilmer

The Individuals with Disabilities Education Act (IDEA) gives educators the responsibility to develop and deliver a free appropriate public education (FAPE) to children with disabilities. Some children with disabilities may not receive FAPE unless they receive needed services during time periods when other children (both disabled and non-disabled) normally would not be served. As a part of the IEP process, the team must determine if a child needs a program of special education and related services extending beyond the normal school year.

Extended School Year (ESY) means special education and/or related services provided beyond the normal school year or normal hours of the school day. These services are distinct from enrichment programs, summer school programs, and compensatory services and are not just an extension of time or duplication of regular school year services.

The determination of whether a child with a disability needs Extended School Year (ESY) services must be made on an individual basis as a part of the IEP process. The question each IEP team must ask regarding ESY services is whether meaningful progress on *critical skills* related to IEP goals that occurred during the regular school year will be significantly jeopardized (thus significantly jeopardizing the provision of (FAPE) if the child is not provided with the same educational services during the summer months or school year recesses.

Critical skills are those academic, social, functional, and behavioral skills that are related to the IEP goals and are *critical* to the student's overall school and community functioning. Critical skills may include:

- communication skills,
- self-help skills,
- social-emotional skills, and
- motor skills.

ESY focuses on critical skills that impact maintenance of educational benefit and loss of FAPE. Therefore a loss of a specific academic skill may not qualify the student for ESY services unless it results in the loss of meaningful educational benefit.

ESY services should not be granted solely on the basis of the child not achieving one or more IEP goals or benchmarks. ESY services address the maintenance of previously learned skills, as identified in the current IEP. The purpose of providing ESY services is NOT to teach new skills. New goals and objectives or benchmarks should not be added to a child's IEP for implementation during ESY services.

All children with disabilities who have a current IEP must be considered for ESY services at the annual IEP meeting. Decisions about ESY services are made according to the individual needs of the student. It should not be automatically assumed that a child who receives ESY one year will be eligible the following year.

Under some circumstances, the need for ESY services may not be known at the time of the IEP meeting. In that case, the team may identify the date it will reconvene to determine needs and services. That date must be no later than 45 calendar days from the end of the school year.

The decision as to whether the child should be provided related services as the sole component of an extended school year program is the responsibility of the IEP team. The team should consider whether without such ESY related services, there would be a loss of meaningful progress on critical skills related to IEP goals that occurred during the regular school year. If a child only needs related services, they must be provided. Therefore, related services may be the sole component of the ESY services required. Transportation is a related service and must be offered if it is necessary for the child to access ESY services. For more information, check out the Parent Information Network Clearinghouse document SE26 *The Basics of Extended School Year (ESY) Services* available by contacting your regional PIN Specialist listed on page 4 of this newsletter.

This article is a collaboration between Suzanne Roelike, PIN Specialist, and Jim Gilmer, ADE/ESS Program Specialist, with excerpts from the "AZ-TAS Guidelines for Extended School Year Services" available for download online at [www.ade.state.az.us/ess](http://www.ade.state.az.us/ess) under the Publications drop down menu.

## Summer Camps and Recreation

by Teri Rademacher

Summer is just around the corner and many parents have begun exploring activity options for their children. When planning for summer activities it is important to take a few minutes and think about what type of camp or recreation program that might be appropriate for your child. Are you looking for a short, skill-specific activity or outing, a half-day program, or a week long camp experience? Is your child interested in developing or maintaining a specific skill or exploring an area of interest? Once you have decided on what you are looking for, your quest for the right program can begin.

If it is a summer camp that you are looking for, there are a variety of options available. Having an idea of what type of program you are looking for and your child's needs before you begin your search should make the task a bit easier.

**Camp Civitan** is owned by the Civitan Foundation, Inc. which is dedicated to individuals with developmental disabilities. They have 15 sessions available running June through September and are located in Williams, Arizona. Campers can attend as "private pay" campers or if they are clients of the Division of Developmental Disabilities, they can attend at the "respite rate" as the camp is a licensed vendor for the Arizona Department of Economic Security/DDD. The camp is open to all ages and sessions include field trips to a variety of fun locations: Grand Canyon, Sunset Crater, Cardinal's Football Camp, and the Lowell Observatory. Daily

activities can include: arts and crafts, fitness activities through an adaptive physical activity program, bowling, hiking, sensory trails, music therapy, swimming, and fishing. More information is available online at [www.campcivitan.org](http://www.campcivitan.org) or by calling 602-953-2944.

**Lions Camp Tatiyee, Inc.** is a residential coed camp for individuals with disabilities. Their sessions are divided by age with special sessions for those with physical disabilities, mental challenges, hearing and visual impairments. The camp is located in beautiful Lakeside, Arizona. Camp activities include: ceramics, crafts, music, fishing, hiking, dance, swimming, camping skills, team building, performing arts and field trips. For more information, check them out online at [www.arizonalionscamp.org](http://www.arizonalionscamp.org) or call 480-380-4254.

**Kris' Camp** is located in Flagstaff, Arizona and is a branch of a therapy intensive/respite camp for children with disabilities and their families. Their focus is with children diagnosed with Autism and or autistic-like challenges ages 4-12. They will be having only two sessions in 2007; one July 14-20 and the other July 21-26. You can e-mail their Arizona Director Michelle Hardy, MT-BC, NMT, for more information at [michelle@kriscamp.org](mailto:michelle@kriscamp.org) or call 602-366-5867.

Some camps do not advertise that their programs are specifically designed to serve children with disabilities; however, they may be able to accommodate your child's needs. You will want to contact them to see if their programs are what you are looking for and if you might be able to visit them to see their facilities and speak to the staff.

**YMCA Camp Sky Y** has a simple goal to "make every kid feel like a winner." They offer one week programs June through August in scenic Prescott, Arizona. Character development activities combined with the traditional camp activities like horseback riding assure fun and personal growth.

**YMCA Chauncey Ranch** combines "ranch life" with camp activities for an awesome experience in cool Mayer, Arizona. One week and half week programs run June through July for boys and girls ages 7-16. Activities include paintball, crafts, canoeing, fishing, swimming, campfires, and sports.

For more information on the YMCA camping services, log onto [www.azycamps.org](http://www.azycamps.org) or call 800-660-1385.

**Reality Ranch Military Camp** is a military style summer camp for boys ages 10-15. It is located in Concho, Arizona and offers boys the opportunity to grow and excel while learning self discipline and raise their self esteem. Activities include learning about military customs, rock wall climbing, paintball, jousting, and field trips. More information is available online at [www.RealityRanchCamp.com](http://www.RealityRanchCamp.com) or you can call 928-337-4500.

**Orme Ranch Camp** is a residential coed summer camp located in Mayer, Arizona and is the complete ranch experience! Horseback riding is their focus. A camper with

no riding experience will have an opportunity to learn all there is to know about horses. If they are feeling confident, campers can even rope a calf or ride a bull. Other more traditional camp activities are available as well. You can find out more by visiting them online at [www.ormecamp.org](http://www.ormecamp.org) or by calling 928-632-7601.

There are three websites that provide you the opportunity to search for specific types of camps, in specific states and for special populations. They are: [www.MySummerCamp.com](http://www.MySummerCamp.com), [www.campzilla.com](http://www.campzilla.com), and [www.kidscamp.com](http://www.kidscamp.com).

If you are not looking for a summer camp, but would like to provide your child with some recreational activities, most communities throughout Arizona have a variety of programs available. Check your local phone book and inquire with your city's Parks and Recreation Department for a listing of activities and discuss any accommodations that your child might need in order to participate. If your city or town has a local YMCA or YWCA, they often will have summer recreation programs, as do Boys and Girls Clubs. Disability specific organizations often sponsor or maintain a listing of recreation programs and summer camps specific to the populations they serve. The *Disability Related Resources Guide* or "Blue Pages" (GR07) contain a comprehensive listing of these organizations with their contact information. For copies of the "Blue Pages" you can contact your regional Parent Information Network Specialist or visit our website at [www.ade.az.gov/ess/pinspals](http://www.ade.az.gov/ess/pinspals).

### Assistive Technology Exchange Website

by Clayton Guffey

Assistive Technology Specialist

The Arizona Assistive Technology Access Program (AzTAP) a statewide Phoenix based program of Northern Arizona University's Institute for Human Development is very pleased to announce the launch of their Assistive Technology Exchange website (ATEX) - [www.azATEXchange.org](http://www.azATEXchange.org). This program provides an online forum for individuals to place ads to donate, buy, sell, exchange or advertise a need for a piece of assistive technology (AT). Assistive technology is defined as any item, piece of equipment or product system that is used to increase, maintain or improve the capabilities of individuals with disabilities. AzTAP hopes that the website will provide a platform to help put assistive technology that is no longer needed into the hands of someone who could benefit from it.

There are no charges or fees to post an ad on the ATEX website and AzTAP does not profit from the sale of listed devices. The Exchange program is designed to facilitate transaction between residents of Arizona and is not for the sale or procurement of equipment by vendors or distributors. The website is user friendly and contact information is only made available to individuals who sign on as a registered user. For additional information about the ATEX program or for assistance with placing an ad, please contact Clayton Guffey – AT Specialist at AzTAP at 602-776-4699, toll free at 800-477-9921 or e-mail [admin@azatexchange.org](mailto:admin@azatexchange.org).

**Community Resource for Children and Adults with Epilepsy**

by Kristie Melkers

The Epilepsy Outreach Project, located in Tucson, Arizona, is dedicated to providing education about epilepsy (seizure-disorders) and assistance with daily living issues which arise due to the condition. They are available to provide valuable information, resources, and support. According to Edward Schevill, the program's director, children and adults with epilepsy should be encouraged to understand that this condition should not limit their possibilities.

The project encourages healthy attitudes toward epilepsy, viewing the disorder as a nuisance rather than a disorder accompanied by limitations. In most cases, limitations exist due to unnecessary restrictions, public misinformation, inadequate medical care, or not being accepted as a capable, competent individual. A positive outlook and ready access to needed information is how the Epilepsy Outreach Project can help. For more information, contact the 24-hour line at 520-326-6690 and leave a message.

**Name or Address Change?**

*Network News* goes out to over 4,000 parents, service providers, and schools. We need to continuously update our mailing list to stay current. If you have any changes to your name or address, please let us know. We would also like to know if you are a parent, provider, or educator. To update your information, please contact your Regional PIN Specialist below or call 602-542-3852.

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**Arizona Department of Education**

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